DOCUMENT RESUME

ED 384 887 CS 214 950

AUTHOR Williamson, Jack
TITLE The Effect of Main Idea Practice Using Computer Assisted Instruction and Desktop Publishing.
PUB DATE May 95
NOTE 94p.; M.S. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Computer Assisted Instruction; *Desktop Publishing; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; *Remedial Instruction; *School Newspapers; Student Publications; Summer Programs; Writing for Publication
IDENTIFIERS *Main Idea

ABSTRACT

A practicum took place in a summer remedial program for students with learning problems and specifically focused on five middle school students and how, with computer use and computer assisted instruction, the students increased their ability to recognize main ideas. The students in the target group, with the skills learned in the summer school remedial program, created and word processed articles for the school newspaper. The five targeted students also converted the articles into a school newspaper using a comprehensive, simple desktop publishing program. The one practicum objective that was not met was that the five students would demonstrate an improved skill of main idea recognition. Only two of the five students met the objective. Findings suggest that the summer remedial program should continue to produce a newspaper. The professional-looking, attractive, and informative newspaper made all the students in the summer program very proud. The parents' excitement at seeing their children's contributions to the newspaper was obvious. (Contains 21 references and 2 tables of data. Appendixes present a daily computer lab schedule, software evaluation forms, student lesson results report, pretest/posttest instrument, a help sign, skill sheet inventories, and the newspaper.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 887

THE EFFECT OF MAIN IDEA PRACTICE USING COMPUTER ASSISTED INSTRUCTION AND DESKTOP PUBLISHING

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J Williamson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

Jack Williamson

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

May/1995

CS214950

BEST COPY AVAILABLE

Abstract

The Effect of Main Idea Practice Using Computer Assisted Instruction and Desktop Publishing.
Williamson, Jack, 1995. Practicum Report, Nova Southeastern University, Abraham S. Fischler Center for the Advancement of Education.
Descriptors: Classification/ Computer Assisted Instruction/Reading Comprehension/ Reading Improvement/ Reading Research/ Reading Skills/ Cognitive Processes/ Critical Thinking/ Desktop Publishing/ Word Processing/ Teaching Methods/ Main Idea.

This practicum took place in a summer remedial program for students with learning problems. It specifically focused on five middle school students and how, with computer use and computer assisted instruction, the students increased their ability to recognize main ideas. The students in the target group, with the skills learned in the summer school remedial program, created and word processed articles for the school newspaper. Additionally, all students in the summer program contributed articles to the school newspaper. The five targeted students converted the articles into a school newspaper using a comprehensive, simple desktop publishing program. The practicum reached two of its three objectives, and the author considered the practicum as successful. The author recommended the producing of a newspaper continue to be a project in the summer remedial program. The professional looking, attractive, and informative newspaper made all the students in the summer program very proud. The parents' excitement at seeing their children's contributions to the newspaper was obvious. Appendices include Daily Computer Lab Schedule, Help Sign, Pretest, Language Arts Skills List and Math Skills List, Student Lesson Results Report, Software Evaluation Forms, and Summer Program Newspaper.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Jack T. Williamson
student's signature

Document Release

Permission is hereby given to Nova University to distribute copies of this applied research project on request from interested parties. It is my understanding that Nova University will not charge for this dissemination other than to cover the costs of duplicating, handling, and mailing of the materials.

Jack T. Williamson
student's signature

May 22, 1995
date

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement/Document Release iii

Observer's Verification iv

Table of Contents v

List of Tables vi

CHAPTERS

I. Purpose 1

II. Research and Solution Strategies 10

III. Methods 25

IV. Results 36

V. Recommendations 40

Reference List 43

Appendices

Appendix A: Daily Computer Lab Schedule 46

Appendix B: Software Evaluations 48

Appendix C: Students Lesson Results Report 55

Appendix D: Pretest/Posttest 57

Appendix E: Help Sign 61

Appendix F: Skill Sheet Inventories 63

Appendix G: Newspaper 67

List of Tables

Table 1: Pretest Results of Main Idea Recognition 4

Table 2: Posttest Results of Main Idea Recognition 36

CHAPTER I

Purpose

The author implemented this practicum in a summer remediation program affiliated with an expanding private university located in South Florida. The program site was a private school on the university's campus. The 6 week program's purpose was to improve academic performance of students, kindergarten through eighth grade. The students were academic underachievers, attention deficit disordered, or learning disabled. The program offered computer classes, in 20 minute segments, in reading, math, and visual perception. In these computer classes, instruction was individualized with students interacting with their own computer and the teacher acting as a facilitator. Classes were daily with an optional afternoon camping experience.

The student population consisted of 55 students, of which, 16 were female and 39 were male. Eighteen percent of the students were in middle school. The socioeconomic background of the student population varied. Scholarships were offered to qualified individuals. The teaching personnel totaled 15 teachers, all of whom were graduate interns fulfilling the reqirements for graduation. Three of

the teachers were computer teachers, and the remaining 12 were classroom teachers having four to five students under their supervision. The author was one of the computer teachers. There were also two educational leadership interns participating in the summer program. The author was a middle school science and computer teacher in a major metropolitan district in south Florida. The author taught computer literacy, word processing, and programming in LOGO and BASIC.

Student hours for the program were 9:00 A.M. to 12:00 P.M. Each day, students were scheduled in the computer lab for hands-on interactive computer time of 20 minutes. One exception were the students in pragmatics, a special language program, who attended the computer lab only on Fridays. The schedule (Appendix A:46) was determined by a joint effort between the computer teachers and the classroom teachers. In the classroom setting, students were assigned to groups according to regular school grade levels, and this practice was adhered to in the computer lab.

The computer lab was a new, state-of-the-art, well planned classroom. The computer hardware included: 16 MacIntosh LC II with hard drive, color monitor, mouse, and audio headset; one ImageWriter II dot matrix printer; and one LaserWriter printer. The printers and computers were all networked together

through a Mac Quadra 700 file server and monitor using AppleShare (ver. 3.0) telecommunications software. Resident in the file server was Jostens Learning Center, a product of Jostens Learning Corporation, which students used everyday for remediation in language and math skills. The three sections used in the lab were Tapestry Emerging Literacy, Tapestry Emerging Math, and Tapestry Early Childhood. The author of this practicum placed a practicum software evaluation form for each program in (Appendix B:48).

The classroom teachers tested the student population extensively as a part of the first week's activities. The classroom teachers provided the computer teachers with a skills needs list in language arts and math for each student. The computer interns maintained folders in the computer lab and updated them as new skills were improved. A great advantage to using a network was the computer software tabulated progress individually. Individual reports (Appendix C:55) could be produced at the end of the day. Jostens Learning Center software, in conjunction with the network, allowed almost immediate access to programs tailored to the student's needs. The target group for this author's practicum was not the same as the other computer teachers, but many of the students were in both groups. The author tested the five middle school students to determine their ability

to select correct main ideas, an area listed by their classroom teacher as needing remediation.

The author gave the pretest to measure the students' ability to identify the main idea in written passages. The pretest was an eight item multiple-choice format test made up of 12 paragraphs about a thief and the events in one day of his life. The main idea questions asked the students to identify the main idea of selected paragraphs. The results of the pretest can be examined in Table 1.

Table 1

Pretest
Results of Main Idea Recognition Pretest

Student Number	Question Number(s) Correct Responses	Number of Correct Answers/ Total Number of Questions	Percent of Correct Responses
1	1, 8	2 / 8	25%
2	4 , 5, 6, 7, 8	5 / 8	63%
3	3, 5, 7	3 / 8	38%
4	0	0 / 8	0%
5	1, 4, 6, 8	4 / 8	50%

This author placed a copy of the pretest in (Appendix D:57). The above data table indicates the target students' needed to learn to choose the main idea in a written passage.

What follows is a description of the students comprising the target group:

Student number one was 13-years old and would be entering the eighth grade in the Fall. The student had severe learning disabilities and was receiving speech therapy. The student experienced perceptual and conceptual problems. The classroom teacher determined this student needed remediation in all areas of reading comprehension, grammar, dictionary skills, spelling, and written expression. The student needed remediation in 10 of the 16 math skills. The student had good verbal communication but was slow in written assignments. The student responded well to assistance from any of the computer instructors.

Student number two was 12-years old and would be entering the seventh grade in the Fall. The student had been tested, and the results indicated a mild learning disability in auditory processing skills. The student lacked concentration, needed help with reading; including identifying main ideas, forming words; and improving perceptual and conceptual skills. The student needed remediation in the language arts skills of drawing conclusions, context clues, vocabulary definitions, paragraph writing, editing, and proofreading. There was a need for remediation in

the math skills of multiplication and solving story problems. The student was very cooperative and socialized well with peers and computer instructors.

Student number three was 12-years old and would be entering the seventh grade in the Fall. The student possessed good reading and verbal communications skills. The student was on a prescribed medication, which improved the student's attention span. The student had difficulty expressing ideas in writing and lacked good organization skills. The classroom teacher determined this student needed remediation in critical thinking, vocabulary definitions,sentence writing, paragraph writing, identifying main ideas, editing, and proofreading. The student needed remediation in fractions. The student possessed knowledge of many subjects and would discuss them fluently and spontaneously with the computer instructors.

Student number four was 12-years old and would be entering the seventh grade in the Fall. The student was easily distracted in the lab. The student had good verbal communications skills but had to be constantly encouraged to stay on task. The classroom teacher determined this student needed remediation in the language arts skills of sight words, drawing conclusions, critical thinking, vocabulary definitions, sentence writing, main idea identification, and paragraph writing. This student also needed remediation in the math skills of multiplication,

solving story problems, and measurement. This student had good social skills and interacted well with computer instructors and students.

Student number five was 13-years old and would be entering the eighth grade in the Fall. The student had very good communications skills and leadership ability. The student could engage both peers and instructors in a friendly meaningful conversation. The student possessed above average computer skills and reading ability. The classroom teacher determined this student needed remediation in the language arts skills of drawing conclusions, critical thinking, paragraph writing; including identifying main ideas, editing, and proofreading. There was needed remediation in the math skill of story problems. The student was highly motivated when working on the computer and was very cooperative with peers and instructors.

This author developed two of the three objectives for this practicum during a personal interview with the director of the summer program in which the director itemized the criteria for the publishing of the newspaper (Obrand, S. Personal interview. June 27, 1993). The specific criteria are listed below in objective three.

The author, noting the target group's need for improved performance in choosing main ideas, set three objectives to be accomplished by the end of the summer program. The target group for objective one and two of this practicum

were the five students who needed remediation in the skill of identifying main ideas of text passages. The target group for objective three of this practicum consisted of the 55 students in the summer school program. Their ages ranged from 6 to 14, and they all had academic difficulties. These objectives were:

1. After 15 sessions on the computer network, all five students in the target group would demonstrate their skill in main idea recognition by scoring 70 percent or higher on the main idea posttest. The author will use the pretest described previously and included in (Appendix D:57) as the posttest.
2. All five members of the target group would integrate their newly learned word processing and remediated main idea skills to contribute a word processed article, drawing, poem, or puzzle, each with a title, to the summer school newspaper, as judged by the author of this practicum.
3. The author of this practicum set the third objective to satisfy the program director's criteria for publishing a newspaper. The newspaper will be completed when the following requirements are met:
    a) The target group will consist of the 55 students attending the summer program.

b) The newspaper will be composed of items contributed by each of the 55 students in the summer program.

c) The newspaper will be free of grammatical and spelling errors.

d) The newspaper will look pleasing to the eye.

The author of this practicum will judge the newspaper from the above criteria.

CHAPTER II

Research and Solution Strategy

The author of this practicum reviewed literature related to using computers with students and teaching main idea skills.

Using Computers in Education

Schiffman's 1982 study, as cited by Simeon (1990:8-9), detailed reasons computers offered advantages for the instruction of learning disabled students:

1. Microcomputers are "user friendly;" they can use the students' names in lessons less threatening when students make mistakes.
2. The computer gives the students individual attention even with other students in the classroom.
3. The computer is infinitely patient, allowing all students to work at their own pace.
4. Computers can raise students' self-esteem, they can be programmed to respond with entirely positive feedback.

5. Drill and practice can be enhanced by using software with simulations that have sound and complex animated graphics.
6. The computer is uniquely suited to the discovery method of learning.
7. Problem solving is important to students and problem solving formats can be adapted to the computer.

Solomon (1990) in an article told of a junior high school teacher using computers to keep at-risk students in school. The teacher used computers to awaken a group of 54 students turned off by traditional education. The students used computers for interdisciplinary learning as well as applications learning. The teacher stated:

> For youngsters like these, the computer is the switch to turn on their creative minds, and I find that they are very creative and talented. You just have to tap into that talent with the right tools. Then they're able to analyze information, synthesize it, solve problems, accept challenges, and apply their creativity in real-life situations. The computer is a tool that matches their learning styles (p.14).

Using Word Processing in Education

Wepner (1990) concluded:

> One tool for facilitating students' reading and writing development is the computer. Lauded for its ability to assume different soft-ware-driven roles, the computer can provide a dynamic medium for instruction in a variety of contexts. With computers, students can monitor their growth as readers and

> writers as they use language for their own purposes (p.13-14).

Wepner went on to detail the types of software used by six teachers. The teachers used software for producing maps, word processing with graphics, desktop publishing, and multimedia projects. Software with multimedia capabilities allowed for the manipulation of graphics, fonts, text, sound, and music. Bradley, one of the teachers, found that the use of the computer brought about a change in students' writing. "Interestingly, through the year, the students' one-sentence paragraphs turned into expanded, cohesive, expressive pieces" (p.14).

Anderson (1990:2) stated that "computer based technologies are changing our notions of literacy and changing how students learn from text." Anderson chronicled a decade of computer improvements and decided that the use of computers are bringing about a change in the way computers are used. Anderson wrote:

> What the microcomputer has brought about, in conjunction with information storage devices like magnetic and laser disc, is enriched text. Not only do students have access to vastly increased stores of information through which they may navigate, browse or select, but the text is dynamic with overlapping layers that increase the potential for obtaining meaning. One layer or dimension to be added is graphics but text and graphics are present in book text. Where computers go beyond book text is with the overlaying of

> animation and sound, while the harnessing of motion video results in interactive multimedia learning environments (p.9).

Outhred (1989) studied the effects of using a word processor on creative writing with children with learning disabilities and reported:

> Children with learning disabilities frequently have problems with reading, and this is often associated with poor written expression. Because they have not automatized the mechanics of writing .... many children with learning disabilities are reluctant writers because their written work has been criticized for its illegibility and misspelling (p. 262).

Bobrow's study, as cited by Outhred (1989), concluded that for learning disabled children the computer has had a positive effect on written work (p.262). Porter's study, as cited by Outhred (1989), indicated that normally achieving children using computers tended to write longer and better stories, and were willing to revise the stories.

Teaching Main Idea

In this author's practicum, the members of the target group used the computer lab time to increase their ability to be able to recognize main ideas in passages when reading text. The author noted from the research that students, especially middle school level students, have difficulty in comprehending the main

ideas of text materials they read (Braumann, 1983; Taylor & Williams, 1983, 1986). As (Simeon, 1990) pointed out in a practicum report:

> The students in the target group are academically weak. It was, therefore, appropriate to look at research that addressed the use of computers in the instruction of learning disabled (LD) students (p.7).

When the author thought about the ways in which teachers usually teach, two methods were obvious. One is information delivered by the teacher, and the second is information acquired from text in textbooks. From this author's experience as a teacher, the author realized not all students have the same abilities. Some students are more successful than others for many reasons. The author noted during 20 years of teaching that the most successful students are the ones who possess the ability to read well and comprehend what they read. The motivation for this practicum was to investigate the proposition as to whether the target group could increase their recognition of main ideas from expository passages using simple practice. However, this author believed student performance would be influenced not only by practice but primarily by the use of the computer and computer software instead of using text from textbooks.

In the introduction to the paper, The Effects of Strategy Training On The Identification Of The Main Idea Of Expository Passages, Stevens (1986:1) stated:

> The ability to comprehend textual information is a critical skill for success in the academic setting. Students spend much of their time in school studying and learning information that is presented in text. Learning from text requires that they extract the main idea of what they have read and retain that and related information for future use.

Stevens offered another approach for students to comprehend main ideas in expository passages. Stevens concluded:

> Instruction and practice on recognizing and using these thematic cues to organize information in simple, word level activities may transfer to similar types of information organization tasks, such as recognizing the main idea and related details in a paragraph (p.5).

The author of his practicum chose to improve the main idea skills of the five students in the target group. There is a growing emphasis on reading and writing across the curriculum as evidenced in several state-wide programs. With the vast amounts of textual materials students must read and comprehend in today's educational systems, this author for students to be successful, they must be able to identify main ideas and their supporting ideas. Cunningham and Moore (1986:1) stated in The Confused World of Main Idea that there is some confusion in the research as to what main idea really means, but it is agreed by the educational researchers that students must know how to select main ideas. This is important and has been since the turn of the century. As early as 1909, "McMurry and numerous others who helped notions of modern education emerge, at the turn

of the century, frequently suggested focusing students attention toward the important information in passages" (Cunningham and Moore, 1986:1).

The recognition of main ideas is an accepted skill for students to possess today. Cunningham and Moore (1986) were able to "identify nine idea responses" and composed a table of them with definitions and examples. The nine "main idea tasks" include the following; Gist, Interpretation, Key Word, Selective Summary/ Selective Diagram, Theme, Title, Topic, Topic Issue, and Topic Sentence/ Thesis Sentence. They believed that all the nine definitions were acceptable or "legitimate". Cunningham and Moore found it very interesting that "the term main idea does not appear" in the list of nine. Cunningham and Moore cited and agreed with Pearson that "the term main idea is but a main idea for a polyglot of tasks and relations among ideas" (p.124).

Cunningham and Moore (1986) concluded that readers pay attention to what they read because, "reader's purpose for reading as well as writer's presentations of information serve to regulate readers' attention" (p.10). Interestingly, they cite Betts and Gates (1947) work as feeling that comprehension is controlled by the "purpose" of the writer's activities.

Aulls (1986) stated:

> Evidence has been cited throughout this chapter that teaching main idea skills will lead not only to

> determining the central topic and main ideas from texts but will also lead to the development of other forms of reading comprehension (p.124).
>
> The prior knowledge the student brings to the text, the extent of main idea skills previously acquired, and the extent of training in a strategy for when and how to ask main idea questions will affect the potential for students' main idea questions to influence text comprehension (p.125).
>
> Active, direct instruction seems to be warranted for average students to acquire and use main idea skills successfully. Active, direct instruction is necessary because the use of main idea skills entails standing back from one's own composition or someone else's text and examining the explicit and implicit signals as to what is important in an abstract, rational, and generalized way (p.126).

The ability of middle school students to recognize main ideas of text is an extremely important skill for them to be successful throughout school. Stevens (1986) found that informed students receiving training, were better able to recognize main ideas in passages. Stevens also believed that the use of "thematic cues" to organize information may transfer to other tasks. This transfer could help students recognize main ideas in expository passages. This author modeled with modifications the target group instruction after the study reported by Stevens. The instruction and practice was done totally on computers using the computer-assisted instruction software, Jostens Learning Center. This eliminated variables

introduced by student misunderstanding of teacher presentations. After each lesson's tutorial, the students practiced the lesson's strategy by answering multiple choice questions. Multiple choice question responses were tabulated by the computer system and put in a report form. The question topics were main idea, main idea & details, author's purpose, decoding words in context, story comprehension, and summarizing. Students practiced more lessons pertaining to a certain strategy and the computer gave the results of their responses. There were enough lessons in the system to allow students to practice until they mastered the tutorial skill. The computer system gave the students a continual evaluation of their progress with strategies for identifying main ideas and related skills.

Using Desktop Publishing in Education

The use of computers in the classroom is no longer restricted to programs for programming, drill and practice, and mathematics. As the computer's capabilities have improved, the complexity and capabilities of the programs have also improved. Desktop publishing software is available for the production of a professional looking newspaper. Using a desktop publishing program eliminates the extra expense, waiting time, and communications mistakes associated with using a graphics professional to create the drawing. Desktop publishing puts at the

teacher's fingertips all the capabilities used by real publishers (Grauer and Sugrue, 1991). Grauer and Sugrue further stated:

> The essence of desktop publishing is the merging of text with graphics and/or external art to create a professional-looking document, without reliance on external services. The potential applications are everywhere and pertain to anyone with a need for effective written communications. Newsletters, promotional pieces, manuals, catalogs, proposals, and reports are but a few examples (p.148).

Newsman, as cited in Sukreevaka's practicum (1991:16), reported:

> Desktop publishing has become commonplace in the business world. Recent advances in microcomputer technology and the development of affordable laser printers have made it possible to use the personal computers for a wide range of publishing purposes. By combining text and graphic production with topographics and layout capabilities desktop publishing has all but eliminated the need for outside typesetters or graphic designers and artists. Using any one of a large range of software packages students with a desktop computer, a sizable data storage system (usually a hard disk), a mouse or other control device, laser printer, and some appropriate composition software can create sophisticated newsletters, bulletins, reports, books, and magazines relatively easily and inexpensively.

Desktop publishing programs provide certain features not available in standard word processing programs. Richards and Lake (1992:344) emphasize:

> Low-end desktop publishing programs allow you to design multipage documents using precise measurements. You simply make a few menu selections and draw a frame in which to place text or graphics. While not intuitive, the frame-based process lets you copy or create a complicated page design with several stories and graphics to a page. It's easier to create fixed-length publications and jump runover text to another page using these programs than it is with word processors.

The third objective for the summer program was the production of a newspaper as an activity in which all the students participate. The director of the summer program desired that the graduate interns produce a newspaper in the computer lab using desktop publishing programs. After acquiring the skills of keyboarding and being instructed in basic word processing, the students could use their new skills to produce their own newspaper directly on the computers. The author assumed the responsibility of coordinating the efforts of the target group. They used the computers and the word processing software during the creation of each student's article.

Stanton, as quoted by Giol (1993:20), explained:

> The use of a desktop publishing program (DTP) was ideal to use with students who display learning deficiencies. To work with computers and integrate all the elements needed to create a clear yet interesting publication, the user must have knowledge of computers and art. The user of a desktop publishing program must have many talents

> related to computer literacy ... and should be able to integrate knowledge in all these areas to create a publication that attracts the reader, sends a clear message , and looks attractive and interesting. Desktop publishing then is a great learning medium because the students must learn many different things separately and then combine them in a meaningful way.

The 55 students in the target group for this author's practicum had the necessary hardware and software to compose and print a summer newspaper as suggested by Sukreevaka (1991) and Giol (1993). The 16 computers were networked to a server. Each computer could access word processing software, Scholastic's The Bank Street Writer. This software enabled all students to type, compose, and edit their articles before saving them on the server's hard disk. The file saved by each student could be imported by way of the network into the desktop publishing program, The Writing Center. The author selected The Writing Center formerly named The Children's Writing and Publishing Center because of the program's availability and its "full-featured" desktop publishing capabilities, document types, 150 scalable clip-art pictures, learning ease and the fact that with this program the target group could produce a professional looking newspaper as suggested by (Richards and Lake, 1992).

With the aid of the classroom teachers, each student decided on the theme of their article to be placed in the newspaper. The teachers guided the revision and

editing of each article. All students, kindergarten through eighth grade, recreated their articles in the computer lab. They then had the opportunity to keyboard their article with word processing software. The members of the target group acted as assistants, aiding anyone having difficulty. Because of the young age of many of the students, members of the target group actually word processed some articles as the students read to them from their final draft. Most contributions to the newspaper were articles, but the students also submitted poems, word searches, jokes, and puzzles.

The strategy of this practicum involved using the computer and software as a unique system to awaken the learning style of the students and turn on their creativity as suggested by Solomon (1990). As Anderson (1990) suggested both books and software have text and graphics. The new dimension offered by modern software was animation and sound. These features helped create a new learning environment for the students. A study by Outhred (1989) showed there was a definite improvement in the writing skills of students using computers. This author observed that the students in this practicum responded with enthusiasm to most learning situations presented on the computer. The 55 students in the summer program responded to the challenge of the director to publish their own newspaper.

This author recently visited the reading specialist's classroom in the author's school and noticed lessons pertaining to recognizing main ideas. This reinforced the author's premise that identifying main ideas is a valuable skill students must develop. This author believed the target group could benefit from developing this skill in the summer program and using the skill in their remaining years of education. With the studies of Stevens (1986) and Aulls (1986) as guides, this author was excited about using the computer lab and the Jostens Learning Center as a innovative system for teaching main idea comprehension. The computer would be the tool to turn on their creative minds (Solomon, 1990).

After the targeted students acquired computer skills and main idea skills, all the students in the summer school participated in the production of the newspaper. This culminating activity was accomplished because of the availability of inexpensive, easy to use desktop publishing software and excellent computer hardware. Grauer and Sugrue (1991) suggested that a newspaper could be produced very cheaply if it were produced in-house without going to the graphics professionals. This author's practicum adviser stated that The Writing Center was a simple, multifeatured desktop publishing program easy enough for the target group to use (Nelin, Bert. Personal interview. June 19, 1993). Richard and Lake (1992) stated it would be easier to create a fixed-length publication with a desktop

publishing program using text and graphics than it would be with a word processing program. The director of the summer program was in agreement with Giol (1993) about desktop publishing being a great learning medium for combining all the students learned skills into a meaningful project (Obrand, Shelley. Personal interview. June 27, 1993).

Chapter III

Methods

The author, a year prior to interviewing for the Super Marks program, heard a presentation by the director of the special summer program. The program brought graduate interns and special students together for 8 weeks in the summer. Students received special attention, and interns could use the experience as part of their education. The author submitted an application and interviewed with the administrative staff and was accepted as a one of three computer teachers. Prior to the beginning of classes, the entire staff received training in Precision Teaching. Computer teachers also attended two other workshops related to methods of precision teaching, plotting individual student's progress, and standard testing procedures.

The computer teachers were informed about the traditions and history of the summer program. The director and the support staff, all previous interns in the summer program, instructed interns in the procedures of the classrooms and the computer lab. This author's implementation spanned 6 weeks and took two directions. First, the author worked with the target group on identifying the main

idea of a written passage and then the students worked on producing a newspaper. The classroom teachers had a busy schedule the first week. They conducted individual student testing. The computer teachers familiarized themselves with the hardware and software in the lab. The lab had individual computers that were networked to a server, CD-ROM storage, and two printers. One printer was a laser printer, and the other was a dot-matrix printer. The computer teachers decorated a bulletin board in the hallway inviting the students to come into the computer age.

Week One

The computer teachers decided on general procedures for students to follow while in the lab and designed forms to keep track of student needs and progress. The lab rules were as follows: 1) Do your best work, 2) Do not disturb your neighbor, 3) Stay at your computer, and 4) Follow all instructions and rules. The computer teachers posted the rules in a conspicuous place for all students to see. The practicum advisor of the computer lab interns gave the three graduate interns an idea that proved very useful in the lab. The interns constructed help signs, which were two sided triangular pieces of paper. A hand was on one side of the sign and, on the other side, a sailboat. See Appendix E:61 for a sample sign. The lab interns placed a sign at each computer for students to indicate their status

during the class. The students could turn the signs around to the hand to ask for help or turn the signs to the sailboat meaning smooth sailing, no help needed. This technique eliminated a great deal of unnecessary talking and allowed the teacher at a glance to determine the status of each student.

Computer teachers also designed the computer schedule, designating date and time for each student's daily lab hour. The classroom teachers completed the testing near the end of the week and submitted a detailed summary of skills for remediation for each student. See Appendix F:63 for a sample of the skill sheet inventories. Language arts skills and math skills were the two areas targeted for practice in the lab. The computer teachers tabulated the areas of need for all the students in the school and passed the list to the year round school's computer coordinator and lab director. The school's computer coordinator input the name of each student into the server and the Jostens Learning System. The system allows the students to work with software in their area of need, keep data on their successes and failures, and provide a print out of each student's progress. The software that was available on the network and used for remediation included Jostens Learning Center, Tapestry Early Childhood, Tapestry Emerging Literacy, and Tapestry Emerging Math.

Week Two

The second week of the summer program was the week the students had their first computer encounter with the lab. The students arrived at their assigned times or were escorted to the lab by a computer teacher. There were general introductions, both by the students and by the computer teachers, and everyone told a little about their personal histories. Rules for the use of the computers and students' behavior were discussed with each group. The computer interns introduced the help signs. The activities for the week centered around the students' learning to use the computers and the peripheral equipment. The students began their remediation by using the simplest level software. The interns used Tapestry Early Childhood for math and reading, Tapestry Emerging Literacy for reading , and Tapestry Emerging Math for math. The interns could not use the remedial software on an individual basis because the network did not work properly; so learning to access individual remedial software was postponed.

Week Three

The third week of the summer program turned out to be a shorter week because of the Fourth of July holiday. After the experiences of the second week, the computer teachers decided to implement more structure, by concentrating on language arts skills on days one and two of the week and on math skills on days

three and four. Day five was set aside for the students to choose the software they wanted to use. During this week, the author worked with the individual students, assisting them with logging on procedures to the network. Once the students logged on the network, they could work on the skill area assigned to them. The computer server allowed the student to advance to the next lesson once the student had successfully completed the beginning lesson. The computer automatically stored each lesson's results in the server under each student's preassigned code, and the computer teachers could obtain a summary of each student's accomplishments in the form of a print-out. The software assigned students having difficulties with a particular skill to an alternate lesson. Computer teachers could advance the students to more difficult lessons pertaining to the same skill. The students worked on keyboarding and word processing skills, a prerequisite for the author's implementation.

Week Four

Parent-teacher conferences took place during the fourth week of the program. The computer lab teachers personally requested that classroom teachers encourage parents to visit the computer lab after their child's conference. The request was only mildly successful, but the parents who took the time to visit the computer lab were impressed. This week the author worked with the target group

as a group and worked on language arts and math skills. The author spent day one of this week with the eight middle school students, familiarized them with the Jostens Learning System lessons in reading, specifically the beginning lessons on the skill of identifying main ideas in written passages. The author analyzed the performance of the eight students and decided to proceed with the administration of the pretest, as described in Chapter I.

On day two of this week the author administered the main idea pretest to the eight middle school level students. From the results of the pretest, the author identified five students having the most difficulty in comprehending and identifying the main ideas of written passages. These five students became the members of this author's target group. The author met with the five students and discussed their area of concentration for the next 15 computer lab periods. They would use the computer, specifically Jostens, to improve their comprehension of main ideas of written passages. The program contained excellent practice in identifying main ideas, main ideas and details, the author's purpose, and word decoding in context. The Jostens Learning System offered one major advantage: a daily analysis of each student's progress could easily be printed out.

On the third day, the author led a discussion with the targeted students about the wide meaning that main idea has among educators and researchers. The

author discussed that the exact definition of main idea is not agreed upon in all research, and there may be as many as nine definitions for main idea. The author wrote the nine types on the chalk board and discussed their definitions. The author told the students that the one point of agreement in all the literature is the ability to identify main ideas in text passages. Educators accepted the importance of identifying main ideas for well over 50 years.

On days four and five, the members of the target group used the network to access Jostens and practiced their reading lessons on main idea recognition. The author acted as a resource person and helped students make better decisions when having difficulty identifying or selecting appropriate answers. The answers were in multiple choice quiz format at the end of each lesson.

Week Five

During this week the author continued to help students with logging-on procedures to the Jostens Learning System. The students worked on keyboarding and word processing skills in preparation for the school newspaper. The target group used the network to access Jostens and practiced their reading lessons on main idea recognition. The author acted as a resource person and helped students make better decisions and select appropriate answers.

Week Six

The sixth week of the summer program found the target group practicing the identification of main ideas in passages of the reading lessons of Jostens. The program automatically moved the students to a more difficult lesson and level as the students completed the previous lesson. The self-paced lessons had provided an alternate lesson for the students who had difficulty at their present level. About midweek, the author told the members of the target group they were going to be instrumental in the creation of the summer school newspaper. The students were excited that their stories were going to be in the newspaper. They wanted more time on the computers for composing and word processing their articles. They pestered the author to start immediately and promised to work every extra minute creating their articles. On the last day of week six, the author gave the targeted students the posttest (same test as the pretest) to determine if they increased their ability to identify main ideas. The author discusses the posttest in Chapter V of this report.

Week Seven

The seventh week of the summer program found the target group putting together all the skills they had learned on the computer. In this final project, the students used the keyboarding and word processing skills and their knowledge of

main ideas. The author explained the need for every student to produce a typed article, poem, joke, drawing, or puzzle for the newspaper. The classroom teachers worked with their students to achieve this. The author chose two students from the target group to word process, edit, and save the items on the server's hard disk drive. All five students were thrilled to get extra computer time to help the younger students. This made them feel very important. Once the articles were saved on the hard drive, the members of the target group could access the files on the hard drive by way of the network. One computer had on its hard drive the desktop publishing program the summer school purchased for the purpose of publishing a newspaper. The program was The Writing Center by The Learning Company. This program's features made it ideal for use by the target group. The program was simple to operate, and the commands were easy to comprehend. It had six or more layouts for different types of publications; a spell checker; scalable graphics; scalable fonts; and text importing from other word processors. The program was reasonably priced. Of the five members of the target group, two students (number 3 and number 5) possessed an above average understanding of computers and their uses. The author assigned one student to direct the importing of the files to the desktop publishing program. This student also selected the style and the font sizes for every article. The target group members decided to use the

two column format with a header section. The other student became the graphics editor for the newspaper. It was this second student's responsibility to direct the selection of graphics to match the articles. This student not only selected the most appropriate graphics but helped others chop, rescale, squeeze, and balance the look of the newspaper. During the end of week seven, all students in the summer program took part in a fossil hunt.

Week Eight

The eighth week of the summer program was the last week. The author and another computer teacher as well as the other three members of the target group involved themselves in helping the two "in charge" students with proofreading and editing the newsletter. The parents and/or guardians received the newspaper at the parent-teacher conferences scheduled for the end of the week. Thanks to a very understanding secretary, copying of the newspaper was completed with no cost for supplies to the summer program. The week ended with the computer teachers talking with the parents and/or guardians about their children's accomplishments in the computer lab. There were many happy student faces when parents, guardians, and staff members mentioned the students' newspaper. A copy of this newspaper is in Appendix G:67.

The computer teachers left the computer lab in its original condition. All three left the program very touched by the students and dedicated staff of the summer program.

CHAPTER IV

Results

The author of this practicum administered, after the end of implementation, the posttest on main idea comprehension of written passages. The posttest was the same as the pretest and is in Appendix D 57. The author tabulated the results and placed them in the following table.

Table 2

Posttest
Results of Main Idea Recognition Posttest

Student Number	Question Number(s) Correct Responses	Number of Correct Answers/ Total Number of Questions	Percent of Correct Responses
1	2, 3, 7	3 / 8	38%
2	2, 3, 4, 7, 8	5 / 8	63%
3	2, 3, 5, 6, 7, 8	6 / 8	75%
4	1, 2, 3, 6	4 / 8	50%
5	1, 2, 3, 4, 5, 6, 8	7 / 8	75%

The first objective, as stated in Chapter 1, was for all five members of the target group to demonstrate an improved skill of main idea recognition by scoring 70 percent or better on the posttest. As the results indicate, all members of the target group did not score 70 percent or better. The objective was met by two students, numbers 3 and 5. Students numbers 1, 2, and 4 did not meet the objective, but they did improve their posttest score. The practicum did not meet its first objective. The author suggests that the time of implementation was too short to expect such a sharp increase in the students' main idea skills. The five students all had learning problems and grasped new skills and concepts much more slowly than students without these problems.

The second objective, as stated in Chapter 1, was each of the 5 target group students would integrate their newly learned word processing and remediated main idea skills to contribute a word processed article, drawing, poem, or puzzle, each with a title, to the summer school newspaper. The five members of the target group all submitted word processed articles. The practicum did meet its second objective.

The third objective, as stated in Chapter 1, was to satisfy the program director's criteria for publishing a newspaper. The target group for the this

BEST COPY AVAILABLE

objective became all 55 students in the summer program. The requirements for the newspaper were:

a) The target group will consist of the 55 students attending the summer program.

b) The newspaper will be composed of items contributed by each of the 55 students.

c) The newspaper will be free of grammatical and spelling errors.

d) The newspaper will look pleasing to the eye.

This practicum did meet its third objective. The 55 students demonstrated excellent skills. Each student contributed an item to the newspaper. Some of the younger children submitted a drawing, word search, joke, or puzzle. Guided by their classroom teachers, each of the students used their critical thinking, sentence writing, and paragraph skills, which they had been working to improve during the entire 8 weeks program. Guided by the five target group members and the computer teachers, all but the youngest students demonstrated typing, word processing, editing, and proofreading skills by recreating their articles on the computer and saving them on the computer's hard drive. The target group successfully used contributions of all the students to compose the newspaper. The newspaper was free of grammatical and spelling errors and looked attractive and pleasing to the eye.

Although this practicum only met two of its three objectives, the author of this practicum deemed this practicum successful. The results showed some improvement in the ability of the five targeted students to select main idea. The contributions to the newspaper showed that all the students in the program applied the remedial skills they worked on and used them to produce a newspaper. The two co-editors of the newspaper learned many computer skills that will benefit them in future years.

The author knew the newspaper was a great success, especially when the parents praised the newspaper and were excited and proud of their children's contributions to it. One parent commented, "I really enjoyed the article my daughter had in the newspaper as well as the other children's articles." Another parent told a computer teacher, "My son was really proud of his article in the newspaper. It meant alot to him. He really liked the picture of the snake with his article." Another parent proudly said, "We are very proud of our son's article in the newspaper. We are making copies of it and sending them out to all our friends and relatives."

Chapter V

Recommendations

The computer lab was well designed with proper lighting and air conditioned ventilation. Its location in relationship to the other classrooms was very good. It was especially accessible from the outside as well as the inside classrooms. The computer equipment was new and state-of-art. The only improvement this author recommends is that the lab be enlarged to accommodate shelving and storage cabinets. The lab had very little storage, and the only secured storage was one locked closet.

The computer teacher for the year round school acted as a computer resource person for the lab interns. The interns were unfamiliar with the operation of the server and the network and to a lesser degree the computers. The computer interns were unable to enter student data into the server and had to wait for the computer resource person's assistance. It would be helpful if the resource person could conduct several mini-workshops pertaining to hardware operation and software use. The workshops could be conducted the first week or possibly the week prior to the beginning of the summer program.

The students visited the lab was 20 minutes. This included travel time to and from the classroom and possibly a restroom stop. This did not leave much time for the students to work on the computer. The author recommends an increase to a 30 minute time block. This would allow students to accomplish more in the lab.

The computer interns and the classroom teachers worked well together and attended the same meetings. However, few classroom teachers came into the lab to take advantage of its resources or the resources of the interns. There seemed to be some misconception that the lab was only for the interns. As a way to get the classroom teachers into the computer lab, the author suggests future interns hold 30 minute special computer period for one classroom teacher and the teacher's entire class. In this way, the interns would act as the resource person for the classroom teacher.

The computer interns had a shorter work day than the classroom teachers because the classroom teachers had a great deal of paper work to complete. The computer interns, because of the difference in classroom time, stayed in the lab until the classroom teachers finished. The author recommends the computer teachers use any extra time they might have to aid a classroom teacher.

The school newsletter was a wonderful project. It involved every student and classroom teacher. Its positive effect was noticed by parents and especially by the students. Students were very proud of their individual contributions. This author recommends the newsletter as a required project each year for the computer interns.

The author would recommend that the methods and practices used during the summer program and this practicum be shared with other teachers and educators. The author will definitely use some of the methods. The author will give a copy of this paper to the director of the summer program, the school's computer teacher, and the practicum advisor. The author also plans to share the results with the teachers in the school where the author teaches. The author plans to produce a departmental newsletter and an activities booklet using the knowledge gained working with the students in the summer program.

The summer program was a most rewarding experience for the author. It had been a long time since the author had the opportunity to observe and work with students of a younger age than middle school students. The author found it especially valuable. The author also appreciated the opportunity to work with many talented teachers and administrators and learned a great deal from them.

Reference List

Aulls, M. W., "Actively Teaching Main Idea Skills." In James F. Baumann (Ed.), The Confused World of Main Ideas: (pp. 118-128). ERIC Clearinghouse on Viewpoints, 1986. ERIC ED 268 495.

Anderson, Jonathan. "New Technologies and Literacy", ERIC Clearinghouse on Viewpoints, 1990. ERIC ED 324 630

Bank Street Writer (Computer Program). Santa Cruz, CA: Microsoft Corporation, 1986-1991.

Cunningham, James W. and David W. Moore. "Teaching Main Idea Comprehension." In James F. Baumann (Ed.), The Confused World of Main Ideas: (pp.1-17). ERIC Clearinghouse on Viewpoints, 1986. ERIC ED 268 495.

Giol, Victor. "Using Computers With Desktop Publishing to Develop Critical Thinking Skills in Students With Learning Problems." Unpublished Practicum. Nova University, 1993.

Grauer, R., and P. Sugrue, Microcomputer Applications (3rd ed.). New York: McGraw-Hill, 1991.

Jostens Learning (Computer Program). San Diego, CA: Jostens Learning Corporation, 1992.

Nelin, Bert. Personal interview. June 19, 1993.

Obrand, Shelley. Personal interview. June 27, 1993.

Outhred, Lynne. "Word Processing: Its Impact on Children's Writing." Journal of Learning Disabilities, Vol. 22, No. 4, April 1989, pp. 262-264.

Richards, Kathleen., and Matthew Lake. "Easy Desktop Publishing for Nondesigners." PC Computing, May 1992, pp. 344-365.

Schiffman, Gilbert et al. "Microcomputer Instruction for the Learning Disabled." Journal of Learning Disabilities, Vol. 15, No. 9, November 1982, pp. 557-559.

Simeon, Teresa. "Developing Young Disabled Students' Critical Thinking Skills in Mathematics Using Computer Assisted Instruction." Unpublished Practicum. Nova University, 1990.

Solomon, Gwen. "Using Technology to Reach At-Risk Students." Electronic Learning, March 1990, pp. 14-15.

Stevens, Robert J., "The Effects of Strategy Training on the Identification of The Main Idea of Expository Passages. Report No. 4." ERIC Clearinghouse on Viewpoints, 1986. ERIC ED 297 263.

Sukreevaka, Pauta., "Teaching Basic Journalism Skills And Improving Attitudes About Creative Writing With Desktop Publishing Computer Program." Unpublished Practicum. Nova University, 1991.

Tapestry Early Childhood (Computer Program). Santa Cruz, CA: Jostens Learning Corporation, 1991.

Tapestry Emerging Literacy (Computer Program). Santa Cruz, CA: Jostens Learning Corporation, 1991.

Tapestry Emerging Math (Computer Program). Santa Cruz, CA: Jostens Learning Corporation, 1991.

The Writing Center (Computer Program). Fremont, CA: The Learning Company, 1991.

Wepner, Shelley B. "Holistic Computer applications in Literature-Based Classrooms," The Reading Teacher, Vol. 44, No. 1, September 1990, pp. 12-19.

APPENDICES

Appendix A

Daily Computer Lab Schedule

Daily Computer Lab Schedule

DAILY COMPUTER LAB SCHEDULE

* = Friday only

9:10-9:30am	Class	Room
_____	PK	154
_____	PK	154
_____	1	150
_____	1	150
_____	1	150
_____	1	150
_____	*PK	154
_____	*PK	154

10:30-10:50am	Class	Room #
_____	2	151
_____	2	151
_____	2	146
_____	2	146
_____	2	146
_____	3	146
_____	3	147
_____	* 1	150
_____	* 1	150

9:30-9:50am		
_____	K	154
_____	K	154
_____	1	150
_____	1	151
_____	1	151
_____	1	151
_____	*PK	154
_____	*PK	154

10:50-11:10		
_____	3	146
_____	3	146
_____	3	147
_____	3	147
_____	4	147
_____	4	147
_____	*1	151

9:50-10:10		
_____	1	151
_____	2	151
_____	2	151
_____	2	146
_____	2	146
_____	2	146
_____	*K	154
_____	*1	150

11:10-11:30		
_____	6	Library
_____	6	Library
_____	6	Library
_____	6	Library
_____	7	Library
_____	7	Library
_____	*3	147
_____	*3	147

11:30-11:50		
_____	5	147
_____	5	147
_____	5	147
_____	6	Library
_____	7	Library
_____	7	Library
_____	8	Library

Appendix B

Software Evaluations

Practicum Software Evaluation Form

AUTHOR: Josten's Learning Corporation

TITLE: Tapestry Emerging Math

CHECK ALL THAT APPLY

TYPE: ✓ Academic Game ✓ Drill and Practice
___ Administrative ___ Simulation
___ Test/Diagnostic ✓ Tutorial
✓ Problem Solving ___ Other

LEVEL: ___ Preschool ✓ K-3 ✓ 4-6 ✓ 6-8 ___ 9-12 ___ Adult

PURPOSE: ✓ Remediation ✓ Developmental ✓ Enrichment

HARDWARE: Computer: Macintosh K Ram required: _____ Color: (Y) N

Number of Drives: Hard Printer: (Y) N Other: _____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	Y (N) NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	(Y) N NA
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

7/92

Practicum Software Evaluation Form

AUTHOR: Josten's learning Corporation

TITLE: Tapestry Early Childhood

CHECK ALL THAT APPLY

TYPE:
- ✓ Academic Game
- ___ Administrative
- ___ Test/Diagnostic
- ✓ Problem Solving
- ✓ Drill and Practice
- ___ Simulation
- ✓ Tutorial
- ___ Other

LEVEL: ___ Preschool ✓ K-3 ✓ 4-6 ✓ 6-8 ___ 9-12 ___ Adult

PURPOSE: ✓ Remediation ✓ Developmental ✓ Enrichment

HARDWARE: Computer: Macintosh K Ram required:_____ Color: Y N

Number of Drives:_____ Printer: Y N Other:_____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	Y (N) NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	(Y) N NA
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

7/92

Practicum Software Evaluation Form

AUTHOR: Josten's learning Corporation

TITLE: Tapestry Emerging Literacy

CHECK ALL THAT APPLY

TYPE: ✓ Academic Game ✓ Drill and Practice
___ Administrative ___ Simulation
___ Test/Diagnostic ✓ Tutorial
✓ Problem Solving ___ Other

LEVEL: ___ Preschool ✓ K-3 ✓ 4-6 ✓ 6-8 ___ 9-12 ___ Adult

PURPOSE: ✓ Remediation ✓ Developmental ✓ Enrichment

HARDWARE: Computer: Macintosh K Ram required: _____ Color: (Y) N

Number of Drives: _____ Printer: Y N Other: _____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	Y (N) NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	(Y) N NA
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

7/92

Practicum Software Evaluation Form

AUTHOR: The Learning Company

TITLE: THE WRITING CENTER

CHECK ALL THAT APPLY

TYPE: __Academic Game __Drill and Practice
✓Administrative __Simulation
__Test/Diagnostic __Tutorial
__Problem Solving ✓Other

LEVEL: __Preschool __K-3 __4-6 ✓6-8 ✓9-12 ✓Adult

PURPOSE: __Remediation ✓Developmental ✓Enrichment

HARDWARE: Computer: Macintosh K Ram required: 1MB Color: (Y) N

Number of Drives: 1 Printer: (Y) N Other: _____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	(Y) N NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	Y N (NA)
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

7/92

Practicum Software Evaluation Form

AUTHOR: Scholastic

TITLE: The Bank Street Writer

CHECK ALL THAT APPLY

TYPE: __Academic Game ✓Drill and Practice
✓Administrative __Simulation
__Test/Diagnostic __Tutorial
__Problem Solving __Other

LEVEL: __Preschool __K-3 __4-6 ✓6-8 ✓9-12 ✓Adult

PURPOSE: __Remediation __Developmental __Enrichment

HARDWARE: Computer: Macintosh K Ram required:_____ Color: Y (N)

Number of Drives: 1 Printer: (Y) N Other:_____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	Y (N) NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	Y N (NA)
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	(Y) N NA
13. Entry level prerequisites specified	Y N (NA)
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	Y N (NA)
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	Y N (NA)
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

7/92

Practicum Software Evaluation Form

AUTHOR: Josten's Learning Corporation

TITLE: Jostens

CHECK ALL THAT APPLY

TYPE: ✓ Academic Game ✓ Drill and Practice
__ Administrative __ Simulation
✓ Test/Diagnostic __ Tutorial
✓ Problem Solving __ Other

LEVEL: ✓ Preschool ✓ K-3 ✓ 4-6 ✓ 6-8 __ 9-12 __ Adult

PURPOSE: ✓ Remediation ✓ Developmental ✓ Enrichment

HARDWARE: Computer: Macintosh K Ram required: _____ Color: (Y) N

Number of Drives: Hard Printer: (Y) N Other: _____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	(Y) N NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	(Y) N NA
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	(Y) N NA

7/92

Appendix C

Students Lesson Results Report

8/5/93

Ralph J. Baudhuin Oral School
Fort Lauderdale, FL

Student Lesson Results Report - Reading
07/01/93 - 08/05/93
All Levels

Grade: 9 Section: 01 Teacher: SUPERMARKS

Student: 72080

Unit	Lesson	Total Ques.	Corr. Resp.	Incorr. Resp.	Incorr. Tries	Tries %Corr.	Time (min)	Comple	Date
05ER01	07 Main Idea	4	3	1	3	50	3	Y	08/03/93
05ER01	08 Main Idea & Details	5	4	1	4	50	11	Y	08/03/93
06ER01	01 Author's Purpose	12	10	2	2	83	8	Y	07/12/93
06ER01	02 Decoding Words in Cont	13	13	0	2	87	7	Y	07/13/93
06ER01	03 Story Comprehension	11	8	3	6	57	9	Y	07/26/93
06ER01	04 Summarizing	3	3	0	0	100	4	Y	07/26/93

Appendix D

Pretest/Posttest

RECOGNITION OF MAIN IDEAS

Presurvey/Postsurvey

NAME:_____ D ATE: _____

INSTRUCTIONS: This survey is designed to indicate how you can recognize important ideas in reading material. Read each paragraph, then CIRCLE the letter of the BEST answer.

Thieves of Dhamar

"I've been robbed! Stop, thief! Someone catch him before he gets away!"

(A) Ackmar ran through the marketplace, past the merchants and beggars, over the wall, and then into a dark alley to escape those who were chasing him. When he was sure he was safe, he removed the stolen prize from its hiding place inside his shirt. It was a beautiful loaf of brad and some fresh fruit-the only food Ackmar had seen for several days.

(B) "Saleen has the best food in all of Dhamar," he thought to himself as he ate the food slowly. It would probably be several days before he would get any more.

(C) As he ate Ackmar wondered why his life was the way it was-no family, no friends, and having to steal to survive. He knew he did not want to be a thief. He took only what he needed to stay alive; he never stole money or hurt anyone. He did not like what he was doing, but he knew there was no other way.

(D) A cry from a nearby courtyard interrupted Ackmar's thoughts. It was a call for help. Ackmar climbed a tree and saw three men trying to take a Coin purse from an old gentleman dressed in fine clothing. Ackmar recognized the tree men; they were cruel thieves who would not hesitate to kill the old gentleman for his purse. If Ackmar was to stop this, he would have to act quickly.

(E) Ackmar jumped down from the tree and ran toward several palace guards who he had seen standing nearby. As soon as Ackmar saw that had noticed him, he turned and ran away from them. The guards chased him, convinced that the running boy had done something wrong. Ackmar ran back toward the thieves and the old gentleman and hid

himself in a doorway. The guards came upon the three men wrestling with the old gentleman. They shouted at the thieves, who dashed away.

(F) When they were gone, Ackmar ran from the doorway and helped the old gentleman to his feet. The man was very weak and asked Ackmar to help him back to his home. Ackmar agreed, worried that someone else would attack the old gentleman. They walked to a very large and beautiful house on the other side of the village. Many servants came running from the house when they saw their master approaching.

(G) The servants took the old gentleman into the house. Ackmar assumed his work was done, but as he turned to leave, he heard one of the servants call to him. The servant told Ackmar to stay at the house until the old gentleman could thank him properly. Ackmar said he did not need any thanks and finally left.

(H) Several days later, as Ackmar was walking through the marketplace, he was seized by two guards. Ackmar tried to escape, but the two guards were very stone. He fought to free himself, knowing that if they took him to the palace, he would be killed for his crimes. As they wee nearing the palace, Ackmar almost broke free, but one of the guards hit him and he fell to the ground.

When Ackmar awoke he was sure he was having a wonderful dream. He lay on a soft bed with many colorful pillows. He was clean and in fine white clothes. Could this be the way the Sultan treated prisoners? Next to him lay a platter filled with fruits and cakes and tall glass bottles filled with juices. Ackmar closed his eyes, certain everything would be gone when he opened them again. He slowly opened his eyes and, to his surprise, everything was still there. It was not a dream.

Ackmar ate and drank as much as he could. He was finishing the last cake when two men entered the room and asked him to follow them. They walked through many hallways and finally entered a huge room decorated with brightly colored silks and fine white laces. In the middle of the room was a bubbling pond with many red, orange, yellow, and white fish swimming in it. The room was more beautiful than anything Ackmar had ever seen.

The old gentleman who had been rescued by Ackmar sat in one corner of the room. He greeted Ackmar and asked him to sit. The old gentleman apologized for having Ackmar captured, but he said he knew of no other way to bring Ackmar to his house.

Then the old gentleman explained that he had no family and hoped that Ackmar would become his son. Ackmar was very surprised and happy. Now he would not have to steal food from the marketplace or live like a thief.

Even today, when Ackmar sees someone in trouble, he stops to help them.

1. The main idea of part (A) is

   a. Ackmar stole some bread and fruit.

   b. Ackmar escaped from those chasing him.

   c. Ackmar lived in a village with a marketplace.

2. The main idea of part (D) is

   a. the thieves were going to kill the old gentleman.

   b. Ackmar had to help the old gentleman.

   c. Ackmar saw three thieves robbing an old gentleman.

3. The main idea of part (G) is

   a. the old gentleman got to his house safely.

   b. Ackmar left the old man.

   c. Ackmar did not need any thanks for what he had done.

4. The main idea of the entire story is

   a. helping others can be a rewarding experience.

   b. no one has to live like a thief.

   c. being a thief is rewarding.

Reprinted from: CLUES for Better Reading - Kit III

Appendix E

Help Sign

Appendix E
Help Sign

68

69

Appendix F

Skill Sheet Inventories

Appendix F

Skill Sheet Inventory

Reading

1. PHONICS
   - A. Consonants _____
   - B. Short Vowels _____
   - C. Long Vowels _____
   - D. Consonant Blends/Digraphs _____
     (i.e. bl. fr. spl. ch, wh, th, sh) _____
   - E. Diphthongs _____
     (ie. oi, ou, aw, au, oy) _____
   - F. Vowel + R _____
   - G. Rhyming _____

2. SIGHT VOCABULARY
   - A. Sight Words _____
   - B. Color Words _____

3. VISUAL RECOGNITION
   - A. Visual Discrimination _____

4. READING FLUENCY _____

5. READING COMPREHENSION
   - A. Main Idea _____
   - B. Facts/Details _____
   - C. Sequence _____
   - D. Drawing Conclusions _____
   - E. Inferences _____
   - F. Critical Thinking _____
   - G. Context Clues _____
   - H. Following Directions _____
   - I. Cause and Effect _____
   - J. Facts and Opinions _____
   - K. Classification _____

6. VOCABULARY DEVELOPMENT
   - A. Synonyms _____
   - B. Antonyms _____
   - C. Homonyms _____
   - D. Analogies _____
   - E. Vocabulary Definitions _____
   - F. Prefixes _____
   - G. Suffixes _____

Appendix F

Skill Sheet Inventory

Writing

1. GRAMMAR
   - A. Parts of Speech _____
   - B. Punctuation and Capitalization _____
   - C. Contractions _____

2. DICTIONARY SKILLS
   - A. Alphabetizing _____
   - B. Guide Words _____
   - C. Table of Contents _____

3. SPELLING _____

4. WRITTEN EXPRESSION
   - A. Sentence Writing _____
   - B. Paragraph Writing _____
   - C. Editing and Proofreading _____
   - D. Test Taking _____
   - E. Outlining _____

Skill Sheet Inventory

MATH LIST

1. COUNTING AND NUMBERS _____
2. SHAPES _____
3. ADDITION (BASIC FACTS) _____
4. SUBTRACTION (BASIC FACTS) _____
5. ADDITION WITH REGROUPING _____
6. SUBTRACTION WITH REGROUPING _____
7. MULTIPLICATION _____
8. DIVISION _____
9. STORY PROBLEMS _____
10. FRACTIONS _____
11. DECIMALS/PERCENT _____
12. MONEY _____
13. TELLING TIME _____
14. CALENDAR _____
15. MEASUREMENT _____
16. ESTIMATION _____

Appendix G

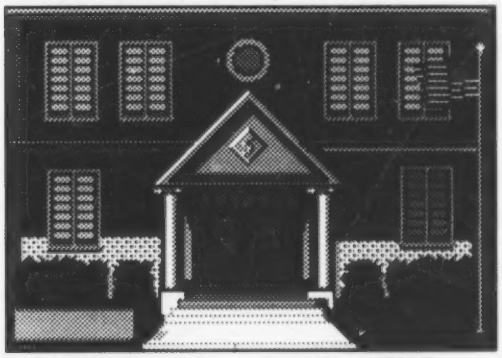
Newspaper

THE SUMMER REPORTER

Typed and Edited by the Students and Staff of the SUPER MARKS Summer Program 1993
Editors Phillip Martin Jack Williamson Marsha Hudson Graphics Editor Ghris Cutro

INTRODUCTION

Welcome to the first edition of the Summer Reporter. This will consist of many articles from our students in the Super Marks Summer Program. There are stories about field trips, pets, sightings, the beach, and of course sporting events.



INTERVIEW WITH THE DIRECTOR - SHELLEY OBRAND

BY PHILLIP MARTIN

Question: Ms. Shelley what got you to do this program?

Answer: Well in 1982, after doing all my course work as an undergraduate, I started a masters program. I decided I would love to start working with children. The best way to do this was to go to the Mailman Center at Nova University and speak with Dr. Marilyn Segal. She told me about this program called Super Marks and invited me to be a teacher in this program. So that is how it started in 1982.

Question: How long are you going to proceed to do this Super Marks program?

Answer: I would love to keep doing the Super Marks program for as long as the university will allow me to do so. I really love this program, Phillip, because I get to work with students from kindergarten all the way through eighth grade. I am also able to work with

teachers. I like being able to work with both populations.

Question: Are you thinking of setting up a new program?

Answer: That's a very good question. We're always looking to expand our programs. We are thinking now of expanding to work with children with attention deficits. We also started a program last year in Coral Springs, but this year we did not run it at that campus.

Question: What are your goals for this program?

Answer: My primary goal for this program is for everybody to walk away from Super Marks being successful, both the students and the teachers. My goal for the students is for them to feel good about what they have been able to learn and what they have been able to accomplish this summer.

MY DINOSAUR

By Linsi Matteson

WHO ? My Dinosaur is Rick.
WHERE? He is at home.
WHEN? He is happy.
WHY? He likes to eat.

POEMS by *Zachary, Danielle, Mark, and David*

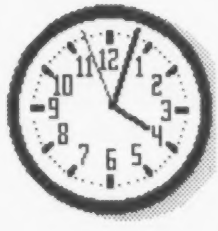
A POEM
by ZACHARY LIEBSCHUTZ

Knock! Knock!
Who's There?
Apple!
Apple Who?
Apple
Computer

A POEM
by Mark Carvajal

Knock! Knock!
Who's There?
Tyrannosaurus!
Tyrannosaurus Who?
Tyrannosaurus Rex!!

A POEM
by David Jaffe



Knock! Knock!
Who's There?
Snack!
Snack Who?
Snack Time!

A POEM
by Danielle Ostreich

Knock! Knock!
Who's There?
Apple!
Apple Who?
Apple, I Don't Say Orange!

Our Favorite Rhyming Words by Danielle, Mark, David, and Zachary

crash and splash
drink and wink
kitten and mitten
honey and money
fox and box

FRIENDSHIP

by Jill Freeling

It was March 29,1993, a Monday, and it was my friend Jennifer's birthday. She was so excited about her birthday gift because she was getting a dog. She dressed, ate breakfast, and woke up her parents so she could leave to get her brand new puppy dog. When she got there, she saw a cute Terrier. She said, "That's the dog that I want" and picked it up. Her mom paid for it and then she left. When she got home, she named her puppy. Since it was a girl, she named it Buffy. The dog is so cute and fluffy that I would love to sleep on her.

THE MYSTERY COINCIDENCE

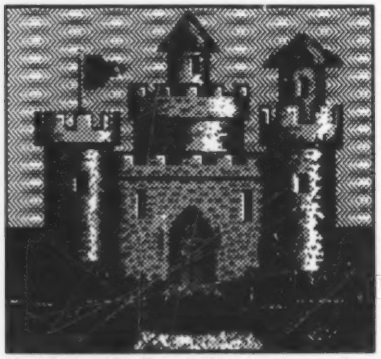
BY Ronit Singer

I came out of the theater after watching the movie "Mystery Kill." After looking for my car for awhile, I finally found it. I turned on the lights and looked at it. I saw something on the floor. I screamed when I saw what it was. There was a dead man on the floor and I knew him. He was the star of the "Mystery Kill." He was Killed with a tank. The tank was red with very strange tire tracks. The "Mystery Man" star had blonde hair, blue eyes, and was 7 feet, 1 inch tall.

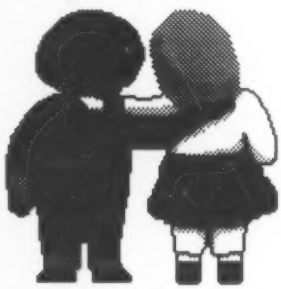
The King and His Three Sons
by Chris Martin

Once upon a time there was a king with three sons. He was old and would soon die. He wanted to give the castle to his smartest son. So he gave a test to each of his sons. He said to his first son " Go in that room and fill it up with any object you want." He wanted to fill the room with rocks. So he took every rock he could find and put it in the room. But soon he got tired and said, "I want to take a little nap", so he took a little nap. Soon he woke and went to his father,

his father said, "you have failed the test and you don't get the castle."



Next he went to his second born son and said "by 6:30 this room must be filled with any object", and the father left. The son chose lumber, so he took all the lumber he found and put it in the room. But soon he ran out of lumber. Then he went to his father and said "I quit." His father said "why?", and the son said, "because I ran out of wood." Then the father said, "you do not get the castle." Next he went to the third son and said, "fill this room with any object you want in five hours." The son ran into the garage and got a blow torch and went into the room and lit it. Next he went to his father and said, "I filled the room with light. To be smart has it's rewards."
THE END



The Special Friends
by Amy Bennett

Once upon a time there was a thirteen year old girl and a fifteen year old boy and they loved to go on boats with their dads. They caught some fish on the boat to take home for supper for their moms. They went scuba diving with their dads. They saw some fish and found some shells so they picked them up and put them in a bag. The next day they went to the beach and found some more shells. They stayed in a beach house on the water. It even had a pool so they went swimming in the pool with their dads. They had a blast and a half. The fifteen year old boy was very cute. He had brown hair and blue eyes. His favorite sports were basketball, baseball, soccer, and swimming. He was so cute he asked her out when they got older. And they lived happily ever after.
The End

A POEM
by Carmen Johnson

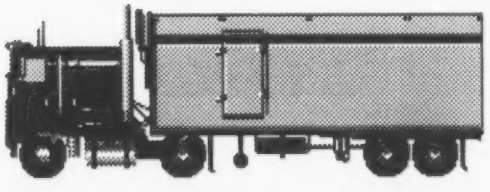
Roses are red,
Violets are blue,
The President is a sweet man,
But he is not very cool.

My Baby Brother
by Michelle Goldstein

He is cute. His name is Michael. He does many things. He is four months old. He does not cry alot. He is my only brother. I am really glad he is in our family. I play peek-a-boo with him and get to hold him alot.

The Basketball Dream
by Adam Ziefer

One day I want to play good basketball. I had a dream and it was about basketball and it was about me being in the NBA. I scored 90 points and I won the game. I was a good player.



Things I Like To Play With
by Christopher

I like to play with my toy truck, GI Joe, and toy cars. I really like to play with my water gun but I have to play outside with it. I like to color in my coloring books. I like to watch videos like "Home Alone II."

Interview of Judy Becker
by Susan Manzi

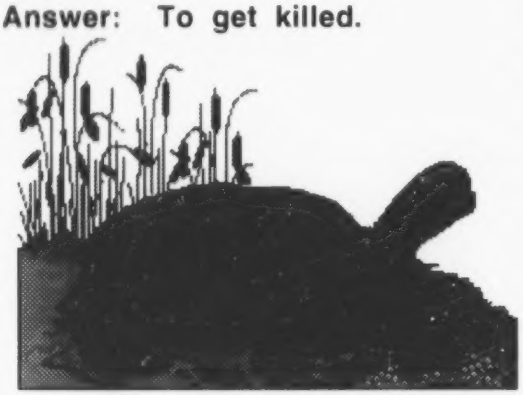
What are your hobbies?
shopping, watching television
What are your favorite colors?
pink, blue, purple
Who is your best friend?
Michelle
What is your favorite game?
Super Nintendo
What are your favorite foods?
pizza, spaghetti
What sport do you like most?
gymnastics
What subjects do you like best?
math, spelling
Do you want aliens to visit earth? Yes
Do you like to dance? Yes
Do you like music? Yes
What is your favorite movie?
Three Ninjas
Who is your favorite singer or superstar?
Kim Zommeskie (an Olympic Gold Medalist)

My Dinosaur
by Kevin Nitzberg

Who?	The Dinosaur's name is Sammy.
What?	Sammy is eating.
Where?	He is in the jungle.
When?	He was born in September.
Why?	He was hungry.

Chicken Joke
by Chris O'conner

Why did the chicken cross the road?
Answer: To get killed.



The Turtle Went Into the Lake
by Robert Herbst

I had a painted turtle, he was red. I got him at a pet shop. His name was Donatello. He died after two weeks and I buried him. I had another turtle and I let him go into the lake, he is still there. When I move to Ohio I am going to get two more turtles.

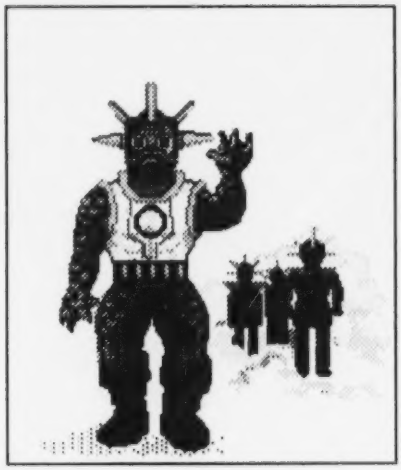
ANIMALS THAT I LIKE
by Wayne Bragg

I had a snake that lived in the bush that was by the water. The snake was a good swimmer. It

ate fish and meat. It was not poisonous. I had a dog and it was a friendly dog. It could hunt.

TEACHERS THAT I DON'T LIKE
by Wayne Bragg

I like all my teachers at summer school. I hate all my teachers at my real school because they yell too much and give out too much homework. They do not give anything out but books and dirty looks.



XMAN vs. MAGNETO
THE LAST BATTLE
by David May

Magneto was planning an attack to kill humans, the Xmen heard of the attack. Xavier sent Cyclops, Wolverine, and Gamit to the place where Magneto was. They found Magneto. Gamit shot some cards at Magneto and he put up his sheild. He put lots of electricity into Wolverine. Then Magneto took off his shield. Magneto said, "Xavier only sent you two to defeat me?" Cyclops was in back of him and he used his laser eyes to shoot him. Two weeks later Wolverine was better and the Xmen had no more fear.

THE TWENTY FOOT COP
by Joel Webster

He lives in a four story house because he is too tall. He eats ten sandwiches for lunch, and forty pieces of pizza for dinner. He eats eighty donuts for breakfast, has all the money in the world. He has a six foot dog, he chews and crushes them. The dog has a huge bone and eats a four foot turkey. The cop bought seventeen four foot turkeys for himself and the dog. A five foot person rides in a car to wake the six foot dog.

My Dog
by Matthew Baskin

I had dogs that died. One was named Snoopy and the other dog's name was Dusty. They were good dogs. They ran around with me and I played with them. I would throw the ball into the pool and the dogs would get it. We would go swimming. I fed them sometimes.

The New Man in Town
by Richard Taylor

One a upon a time in a jungle of South America there was a big fat, mean warrior by the name of Mr. Webb. He thinks he is the meanest, the roughest, the toughest man through out the whole village, but he was wrong. There was a new man in town . his name was Richard the Terrible Taylor.

My Bad Dog
by Jeremy Zorman

I have a bad dog. He did not get trained as a puppy and that made him bad. He is a small dog. He eats everything and gets into lots of trouble. He is white in color. Even though he is bad, I like him.

BASEBALL
by Marc Elkman

I play baseball. I play with the Discovery Zone team. I'm one of the teams pitchers. I'm a real good pitcher. I've only lost one game. I would like to play major league ball when I get big.

MY CAT!
by Seth Ingber

My cat is harmless. Her name is Samantha. She is cute, but if you hurt her, she will hurt you back. She is very friendly. Samantha is 14 years old.

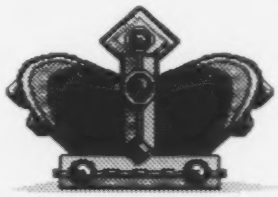
A Joke
by Chris Eckman

What Do You Call a Pilgrim's Favorite Kind of Music?

Answer: Plymouth Rock!!

A Cat
by Tammy Shea

One day a cat came to me. I took the cat to the Doctors. The Doctor said the cat was sick. It was very sick for two days. It was dying. It did not live. It was a kitten, a very pretty kitten.

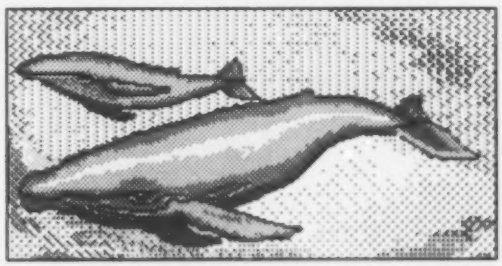


An Interview of Miss Davis
by Laura Cutro

Her favorite color is black. Her favorite number is eleven. Her favorite television show is ROSEANNE. Her favorite star is Kevin Costner. Her hobby is reading. Her favorite sports are baseball and basketball. Her favorite football team is the New York Giants. The Marlins are her favorite baseball team. Her favorite basketball team is the BULLS. Her favorite place is her house.

A FILM REVIEW
by Seth Greenhill

Free Willie was filmed in Oregon and Washington states. A few parts of the movie were a little violent. It



was filmed in the Pacific Ocean. Willie's real name was KIKO. All the characters real names are; Michael as Glen, Lisa as Annie, and Jason as Justin. It was a good movie.

My BB Gun
by Chad Stannard

I like to shoot my BB gun. My dad and I shoot cans. I also shoot targets with my gun. My mother does not like my BB gun. I like my gun.

I LIKE SUPER MARKS
by Matthew Baskin

I like Super Marks because it is fun. We have lots of fun. Super Marks is good and I like to go there. You would like it too. Come on, let us have some fun!!!

On My Way to School
by Todd Dennis

My name is Todd and my mother takes me to school. Sometimes my dad takes me to school. One day my dad took me to Mc Donalds before he took me to school. The first thing I did when I went in is to look at the menu. I like to have cinnamon rolls and milk. After we eat we go to school.

MY PET SNAKE
by Robbie Hardison

I have a snake. It is a garter snake. Yesterday my snake shed its skin in its pen. He used a hot rock to help get off his old skin. He eats toads.

One toad a week is all he eats. We get the toads from around our house at night. His name is Jack. I like to pick him up. My sister and mom also like him.

The Care Bears Adventure in Wonderland
by David Jaffe

The wizard has assistants. They were afraid of spiders. The wizard tells them that a tarantula is a spider. The Mad Hatter sings my favorite song in the Care Bears Adventure in Wonderland. The Cheshire cat sings a good song. The wizard's assistants are called Tim and Dumb. The Ducky Walky is bad, but eventually he turns out to be good because the Care Bears and the Mad Hatter and the princess make him happier than he has ever been before. The wizard opens the door and sees the one who was flying the princess and sees the Care Bears and the Mad Hatter.

Roller Skating
by Micah Salsburg

My favorite thing to do on the weekends is roller skating. I go every weekend. I go both on Saturday and on Sunday. I never get sick of it. I have my own skates. Most of the time I go for four or five hours. I usually get big blisters on the bottoms of my foot. I always win the races except sometimes when my best friend Luke comes with me. I usually beat him.

My Turtles
by Aubrey Gill

I have three turtles. I like them. I play with then in water and on the sidewalk. I watch them in their tank and feed them all the time. I like them very much because they are very loving. My sister, Amber, plays with them and loves them too.

My Favorite Brother
by Ashley Paoli

My favorite brother's name is A.J. He is cute, cuddley, nice, and funny. I love my brother and he loves me. A.J. and I love to play in the pool with toys. We both like French fries. He likes ketchup on everything except ice cream. A.J. is my favorite brother because he is my only brother.

The Marlins
by Judy Becker

The Marlins are good baseball players. They are also very popular. Some people are big fans of theirs and watch them on television all the time. The Marlins work very hard to be the best and win the game. I think it is more fun to play baseball than to watch it on television.

I Like To Play Ball
by Teddy Mercer

Jeremy and I like to play ball. We play baseball at my house. I play the outfield. I hit the ball real well. I play little league ball.

Things I like To Do When I Get Home
by Jonathan Share

I like to watch TV when I get home. My favorite cartoon is Tiny Tunes. I also like to play Monopoly which I am very good at. I go outside and play tag, hide and go seek, soccer, and ride my bike. I play with Steven and David. They are my best friends.

MY DOG
BY SUSAN MANZI

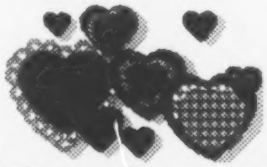
My dog is a Golden Retriever. He will be 11 years old in September. He has never bitten anyone in his life! When I was 2 years old, He saw a stranger and jumped over me and started barking. Over the winter, he had two casts on. He had one on his front paw and one on his back paw. That is my dog. His name is Brandy.

The Dog and The Cats
by Justin Beck

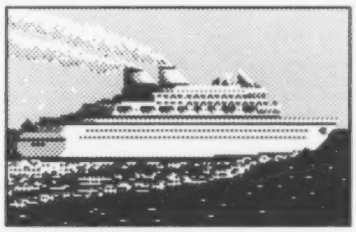
I saw a dog chase a cat up a tree. The cat's mommy came and the dog bit the cat and the tree. The cat in the tree fell down. The cats ran away from the dog. The dog was caught by the police and

was put in doggie jail. The dog dug a big hole and got out.

My Best Friend
by Linsi Matteson

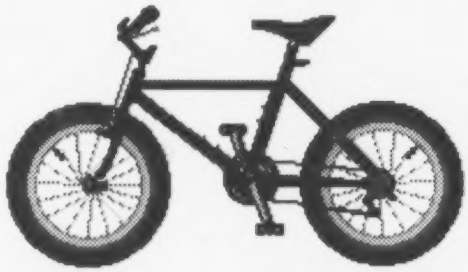


She is sweet because she is nice and cheerful. She is happy all of the time. Her name is Laura and she lives near me. This makes her my almost next door neighbor. We do everything together but we do not eat all day. What makes Laura special is she is my Best Friend.



HOLLYWOOD BEACH
by Amy Bennett

Hollywood Beach is the best in South Florida! You can golf, surf, roller blade, bike ride, swim in the ocean, and even eat ice cream cones there. At night, you can stroll along the boardwalk while listening to the sound of the waves. On the weekends, there is often live entertainment. For a hobby, you can collect shells. You can go snorkeling, or you can read a book while lying out in the sun. I personally like Hollywood Beach because you can shop for bathing suits, sunglasses, and beach balls whenever you feel like it.



What I Like To Do When I Get Home
by Alan Roman

I play with my friends Kyle and Kristi. They are fun. We watch TV, play volleyball and ride our bikes. I also play with my cat. Her name is Kitty. I like Kitty. I have had her a long time.

My Cat
by Randy Rheaume

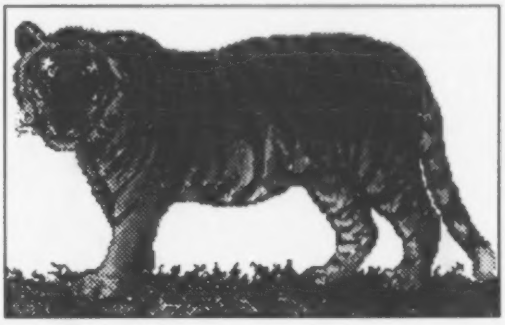
I have a cat at home. Her name is Laney. She plays with my Batman robot. My mom feeds her. I pet her. I like her.

When I Get Home
by Stephanie Ostroff

When I get home, I like to go swimming and watch TV. My favorite TV program is "Barnie". Sometimes I go outside and play ball. I also play with my dolls.

My Pets
by Tod Parkinson

I have three pets. I have two dogs and one cat. One dog is a Chow and one is a Pomeranian. The Chow's name is Bear and the Pomeranian's name is Nicky. Bear is a fat and lazy dog. Nicky is a pest because she is so hyper. My cat is an inside cat named Tiger. He doesn't have claws.



THE MAN FROM THE LEMONADE STAND
by Chris Cutro

My mom and I walked out of the movie. We got close to our car and there was a body near it. We turned him over with our foot and he was the man from the lemonade stand. When the police got there they said he was shot with 355 mm gun. He was not dead, but he died in the hospital.

My Favorite Sport
by James Manzi

My favorite sport is soccer. I play on the Red Socks team. I play goalie and I'm very good. I played last year and I'm going to play this year.

MY FAVORITE MACHINE
by Drew Harrison

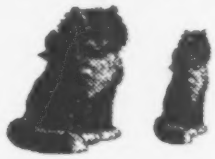
My favorite machine is a computer. I like to play games. Sometimes I do work on it.

MY FAVORITE GAMES
by Ryan Gutos

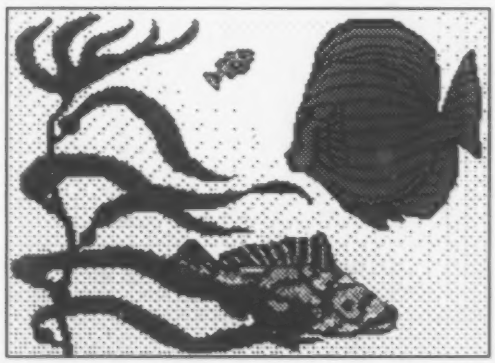
"Going on a Bear Hunt" and "Castle Quest" are my favorite games in the computer lab. I liked to find the bear in "Going on a Bear Hunt". Both games are really fun. I liked to read the stories.

MY CATS
by Anthony Labson

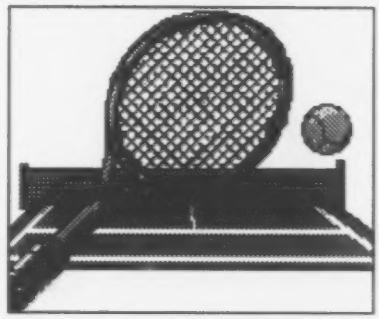
I have two cats. They don't get along. One is a baby and one is an adult. One cat's name is Baby and the other cats name is Katie.



MY BEACH HOUSE
by Fanny Chira



I sat outside my beach house watching the sun disappear behind the hues of colors, how beautiful the orange and pinks were. The sky was so purely incandescent as that sky changing from pink to violet, and finally to gold over the ocean peak tides. I began to think of all I had, and all I dreamed of having. High Expectations, my yacht, rocked gently as if she was enjoying the view as much as I was. I looked over my broad shoulder. The light coming through the floor glass windows produced dancing shadows on the mild sand. From now on each morning I'll awake and fall asleep to the sound of the ocean tides crashing against the rolling sands.



MY FAVORITE SPORT
by Jessica Novoa

I like to play tennis a lot because tennis is fun. I always like to play tennis. Tennis is my favorite sport. I like to play tennis with my father. I like tennis very much. I like to practice playing by myself.

WORDFIND by Mike Holmes

S N A K E F T R O R S S R Z N C F T L O S E B
S O R C O C A C F G L O N R T S F O S F L O U
O A L O D C N L O R S C O S U F G L A Z C S L
T Y S C O G C D O G O O R W A L R U S R O R L
S E E N O C N F R O G C S O L O N Z F O C N O
N K S F O N C O R A S O C N F N O S L C O N S
R N O S O S N R F T G R F N L L G R S Z C N C
O O M R F N T R T L R O F E N O C O R S E N G
N M O O R E O H C D O S N C G R N O O B E A R
C O S O T T L F N N O F C R O O R C E I O N R
R E F E S N E L O S C S L O N C A F N R O G O
N R S C E A S O E T R F T G L O H R E S C I S
O N C O S H O W B S R A D O O R E E S N G N P
B G G C K P F T G E R E O T S N N C E R C G O
N E E R C E O L G F A R N F R O C H O T O R S
E H A F L L A I O N O C A T I N F S O N A A O
T H S R R E T E L E P H A N T C O L O N L H O
S N A K S T R R D F I S H H S E S R A B B I T

shark dog hog frog cat cheetah tiger

lion goat bull rat dragon wolf bear

elephant rabbit snake seal walrus fish

monkey Dolphin birds

WORDFIND by Micah Salsburg

A D B N G Z Y W O R L R N C K T G L
O D E L I T E W O R L D T P L J L T
M N U G G E T L O R K L T E N T M T
A S L S P E L L I N A G C P L C O B
I P L J O D X M W S I N R P A O L O
M E I O E K O W L E I D K E K J L P
K A N K I N B L O R O O K R E A S E
C J G J E R U K P N K G R B R Y E D
V C I Y L B L D I H A B E O S N B O
C C N G N G A M A M I U P L S N B O
K L G N L O D E T N J N U L S T M A
L M C S E R N L L C K C S K C K C G
L A H P U O L T I F E O F O R M C I
Y L I K C O O S N N O N O S O N J K

- O Dolphins
- O Money
- O Lakers
- O Bulls
- O Super
- O X
- O Nugget
- O Nintendo
- O Prince
- O Delite World
- O Salt
- O Pepper

The Super Marks Word Search!

by Jill Freeling

k m t s w e n d j t p
c g x j j m p i v p y
p s t k t z m s d c l
m t z c d c u k t l u
d o l p h i n s r m j
i r e p a p s w e n c
s i p r q z a l m m t
e e s r e t u p m b l
m s p a p e r j u b l
a p r o g r a m s d k
g t c m s e t o n g r

programs
game
disks
newspaper
Dolphins
July
stories
computers
notes
summer

What did the farmer say to the vegetable that talked back to him? (answer) A Fresh Vegetable

WHAT IS WRONG?
by Mica Salsburg

DRAWING
by Bredan Tirrell

WHAT IS WRONG?
by TOD Parkinson

CS214550

JUN 21 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: THE EFFECT OF MAIN IDEA PRACTICE USING COMPUTER ASSISTED INSTRUCTION AND DESKTOP PUBLISHING	
Author(s): Jack Thomas Williamson	
Corporate Source: Nova University	Publication Date: May / 1995

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

Sample sticker to be affixed to document

Check here
Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

Sample sticker to be affixed to document

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

or here
Permitting reproduction in other than paper copy.

Level 2

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Jack T. Williamson	Position: Science Teacher
Printed Name: Jack T. Williamson	Organization: Dade County Schools
Address: 1131 NW 79th. Dr. Plantation, Fl. 33322	Telephone Number: (305) 452 0533
	Date: June 20, 1995

PREV. CON